DOCUMENT RESUME

ED 385 495 SP 036 116

AUTHOR Ceaser, Lisbeth
TITLE The Effect of a Critical Curriculum Program on Attitude toward Teaching Students To Learn from Text in the Content Areas. Curriculum and Program Planning Seminar.
PUB DATE Jun 91
NOTE 32p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Development; *Faculty Development; Higher Education; Inservice Teacher Education; *Learning Processes; Learning Strategies; Literary Criticism; Preservice Teacher Education; Secondary Education; Secondary School Teachers; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS Content Area Teaching; *Critical Inquiry; Habermas (Jurgen); Ricoeur (Paul); *Text Learning

ABSTRACT

This investigation was designed to determine the effect of a specific instructional approach upon the attitude of content area teachers toward teaching students to learn from text. The hypothesis tested was that a significant proportion of teachers receiving training in critical curriculum procedures would demonstrate an improvement in attitude. The procedures were derived from theories of discourse and communication which required the teachers to analyze classroom texts in a manner consistent with theory and following the criteria for successful communication as they deliberated and evaluated the materials. Text books were also evaluated according to these criteria. The problem addressed was that of inspiring the attitude of content area teachers toward teaching students to learn from text. The purpose of the study was to determine the effect of a specific instructional approach upon teacher attitude. Fifteen inservice teachers were pre-tested on an attitude survey and then participated in a 10-week seminar that featured an instructional dialect and the evaluation of texts. At the end of the seminar, teachers again responded to the attitude survey. Results of the study indicated that content area teacher attitude toward materials and teacher role can be improved through critical inquiry. It is recommended that the curricula inquiry procedures given in this study be included in the methods course for content area teachers. Two appendices provide the attitude inventory toward teaching students to learn from texts in the content areas, and a schema of a critical curriculum. (Contains 13 references.) (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 385 495

THE EFFECT OF A CRITICAL CURRICULUM PROGRAM ON ATTITUDE TOWARD TEACHING STUDENTS TO LEARN FROM TEXT IN THE CONTENT AREAS

Curriculum and Program Planning Seminar

by

Lisbeth Ceaser

California Polytechnic State University

San Luis Obispo

John West, Ed.D.

Santa Ana Cluster

A practicum report presented to Nova University
in partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University

June 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Ceaser

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SP036116

BEST COPY AVAILABLE

Abstract of a Practicum Report Presented to
Nova University for the Requirements for the
Degree of Doctor of Education

THE EFFECT OF A CRITICAL CURRICULUM PROGRAM ON ATTITUDE TOWARD TEACHING STUDENTS TO LEARN FROM TEXT IN THE CONTENT AREAS

by

Lisbeth Ceaser

June 1991

This investigation was designed to determine the effect of a specific instructional approach upon the attitude of content area teachers toward teaching students to learn from text. The hypothesis tested was that a significant proportion of teachers receiving training in critical curriculum procedures would demonstrate an improvement in attitude. The procedures were derived from theories of discourse and communication which required the teachers to analyze classroom texts in a manner consistent with theory and following the criteria for successful communication as they deliberated and evaluated the materials. Text books were also evaluated from these criteria. The problem addressed is that of inspiring

the attitude of content area teachers toward teaching students to learn from text. The purpose of the study was to determine the effect of a specific instructional approach upon teacher attitude.

Fifteen in-service teachers were pre-tested on an attitude survey and then participated in a ten week seminar that featured an instructional dialect and the evaluation of texts. At the end of the seminar, teachers again responded to the attitude survey. A non-parametric t test of significance was used to determine if the differences in scores were statistically significant at the .05 level.

Results of the investigation supported the hypothesis that the attitude of content area teachers toward teaching students to learn from text improve with opportunity to apply critical inquiry in evaluation of text materials.

It is recommended that the curricula inquiry procedures given in this study be included in the methods courses for content area teachers.

TABLE OF CONTENTS

Chapter		Page
1	INTRODUCTION	1
	Background and Significance	1
	Research Question	4
	Hypothesis	4
2	REVIEW OF THE LITERATURE	5
3	METHODOLOGY AND PROCEDURES	13
	Definition of Terms	14
	Assumptions	14
	Limitations	14
4	RESULTS	19
5	DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	20
	Discussion	20
	Conclusions	20
	Implications	21
	Recommendations for the Improvement of Practice	22
REFERENCES		23
APPENDICES		
A.	CRITICAL CURRICULUM	24
B.	ATTITUDE SURVEY TOWARD TEACHING STUDENTS TO LEARN FROM TEXT IN THE CONTENT AREAS	26

Chapter 1
INTRODUCTION

Background and Significance

Nature of the Problem

In a general sense the problem area for this study was related to the failure of pupils to learn from their classroom texts; in a more direct and specific sense the study aimed at helping teachers of different subject matters acquire predispositions favorable to helping their pupils learn from text.

Content textbooks are designed to teach students the basic concepts of content area subjects. Successful students are active readers and independent learners who are able to read and learn concepts from school texts and other publications (Davey, 1989). Traditionally, content area textbooks have been selected for use based upon content covered, timely information, and organization of material. Once a textbook has been chosen, it has served as the major part of a subject matter course curriculum.

Students who present a profile of failure at reading are often discouraged and antagonistic because they are unable to comprehend the concepts and information from the text. Roe, Stoodt, and Burns (1990) found that, more often than not, many new teachers lack the knowledge and strategies to cope with

students who have experienced nothing but failure at school. Goodlad (1984) found that many new teachers feel frustration because they simply do not possess the basic strategies and techniques they need to teach students with a history of academic subject-matter failure and poor reading skills.

The University Center for Teacher Education at California Polytechnic State University in San Luis Obispo offers courses and programs leading to careers in content area teaching and reading specialization. A major task encountered by teachers, especially those responsible for teaching in the content areas and those responsible for remedial reading instruction, is that of selecting instructional textbooks to meet the needs of students with diverse reading backgrounds and abilities. Text materials that are written at a high readability level exclude poor readers from the learning. When the readability level of a text is lowered, concepts and vocabulary are often diluted to the point of meaninglessness. Generally, content area teachers feel that the primary goal of instruction is to teach subject-matter content. They exhibit little or no time in imparting skills of reading and studying that many low-achieving students desperately need in order to succeed (May, 1986). The problem is that of improving the attitude of content area teachers toward teaching students to learn from text.

The purpose of this study was to determine whether or not an intensive program in critical curriculum strategies

resulted in a measurably significant improvement in teacher attitude toward teaching students to learn from text in the content areas. Critical curriculum strategies provide direction for evaluating text materials with a focus on adapting course curriculum to meet the needs of learners with a variety of reading capabilities. These strategies were presented as part of a course designed for in-service content area teachers and reading specialists titled Education 530: Secondary, College, and Adult Reading Practices (Cal Poly, 1991).

As indicated in Chapter 2, REVIEW OF THE LITERATURE, there was reason to believe that reading strategies which focused on (a) discourse analysis would sensitize teachers to the importance of adapting text to learners of different backgrounds and (b) the practice of critical reflection employed in the course would provide opportunity for teachers to reveal their previously held practical knowledge, views of instructional materials, personal and professional beliefs, and to recognize discrepancies between ideals and practice as a basis for attitudinal change.

Relationship of the Study to the Seminar

The purpose of the Curriculum and Program Planning Seminar is to familiarize the student with the various theories, principles, and practices related to curriculum content and delivery. Topics related to curriculum and

program planning include human growth and development, learning theory, cultural pluralism and educational alternatives, teaching methods, instructional materials, and curriculum issues and trends. The central intention of this evaluation was to apply the alternative instructional strategy of critical curriculum to the personal and professional development of content area teachers.

Research Question

Can the attitudes of secondary teachers toward teaching pupils to read textbooks be changed by giving them opportunity to apply critical curriculum strategies to instructional materials?

Hypothesis

Secondary school teachers given opportunity to apply critical curriculum strategies to text materials will show significant changes in their attitudes toward teaching pupils to learn from text. The null hypothesis is that any difference in pre- and post-treatment scores on a measure of teacher attitude toward teaching students to learn from text is attributed to chance at the .05 level of significance.

Chapter 2

REVIEW OF THE LITERATURE

Deciding what to teach teachers about textbooks poses a significant dilemma for teacher educators. Although many textbooks have weaknesses, teachers lack the knowledge and experience needed to develop their own curriculum. It may be argued that, rather than telling teachers to "teach by the book," teacher educators should consider contextual constraints and the limits of teachers' experience in curriculum development and teach teachers how to critique and adapt published curricular materials. Textbook evaluation procedures include asking questions about the philosophy, assumptions, and targeted clients described by the text, reviewing historical and empirical data, and identifying gaps and inconsistencies in the presentation of material. While textbooks are widely criticized for their content, biases, and implicit views of teaching and learning, many teachers are hired by school districts where such textbook materials are mandated. Teacher educators should prepare teachers to use textbooks as one flexible planning guide among instructional tools (Ball and Feiman-Nemser, 1988).

Teaching content area teachers to select, evaluate, and adapt textbooks for use with a diverse student population may

be a step toward solving the problem of attitude toward teaching students to learn from text.

Studies of teacher attitude indicate that successful learning is directly connected to the motivation of teachers to present instruction. Cook (1977) found that:

> Attitude, then, is the hidden variable of the literacy problem. At times it is an almost imperceptible factor and yet it is ever present. It is this factor which will determine the ultimate success or failure of literacy programs.... Attitude is the very core of the problem and the factor which is virtually impossible for educators to control.

More recently, McNeil (1990) found that teachers involved in curricular decision making and generative planning activities showed a marked improvement in attitude toward teaching. Good teaching involves the ability to create original lessons and materials as well as skill in critiquing published instructional materials and strategies (Joyce, 1990).

A compelling view of how the attitudes of teachers toward the teaching of reading might be changed was found in Donald Schon's theory that teachers need to critically reflect on the meaning of their thoughts and actions as a route to the enhancement of professional practice (Schon, 1983). Although teachers may find consideration of their current constructs threatening, especially if they deduce that change is needed. Critical examination of practice may also empower teachers to make education a positive experience for both learners and

teachers. Schon, Tom, Zeichner, and Tabachnick all point to the role of the university in developing teachers who are capable of critical reflection. Rather than evangelizing or selling snake oil, universities should provide teachers with experiences in which they practice critical analyses of curriculum materials and the teaching practices which follow.

Kenneth Sirotnik is one of the leading proponents of critical curriculum. In his practice of evaluation, he treats critical curriculum as a dialectic using such questions as:

What goes on in the name of X (any curriculum practice)?

How did it come to be that way?

Whose interests are and are not served by the way things are?

What information and knowledge do we have or need to get?

After getting the required information, is this the way we want it?

What are we going to do about all this (action required)?

For Sirotnik critical inquiry is a valuing activity in which participants make explicit their operant values, beliefs, interests, and ideologies as they critically examine school practices (Sirotnik, 1987).

The theory underlying critical curriculum centers on discourse and the determination of what meanings of discourse will be acceptable and appropriate. Several theorists have posited that the meaning of any discourse - speech unit or text - is not fixed. Meanings change, new terms come into use

and old terms fall into disuse. Meanings are located historically, culturally, and socio-linguistically.

The late Jacques Faucault pointed out that what counts as meaning in a text depends upon the economic, geographic, and linguistic characteristics of a time and place (Faucault, 1972). He held that what is true (what counts as meaning) in text depends upon rules established by powerful institutions (Faucault, 1980). Faucault's views suggest that we attend to both the meanings present in text and the meanings excluded. The task of the teacher becomes that of considering alternative meanings suggested by those with different backgrounds, linguistic conventions, and power relations. If students do not share the background presuppositions, linguistic conventions, nor accept the power relations of the textbook authors, then such students would be penalized in terms of measured academic achievement.

Jurgen Habermas also views critical theory as a way to emancipate individuals from oppression (Habermas, 1975). He believes that individuals must develop heightened levels of insight and criticism, and for him this can best occur when communication (speech acts and written text) meet certain criteria:

1. The communication is comprehensible and acceptable to the learner or reader.
2. The speaker or author is perceived as trustworthy.

3. The communication agrees with the norms of the audience or readership.
4. The speaker/author has the obligation to justify the validity of the communication. The use of evidence and reason should be used rather than political authority.
5. Norms themselves may be questioned in light of larger human needs.

Accordingly, in the classroom where teachers and students do not share epitemic beliefs or normative commitments with the author, we would expect attention to be given to the author's validity, claims of truth, rightness, and trustworthiness.

The theory of Paul Ricoeur on how best to interpret texts is also relevant to the theme of critical curriculum and to the problem of teachers accepting responsibility for teaching students to read texts. Ricoeur proposes a way to read text so that it is faithful to the author's ideas yet allows the reader to related the text to his/her own situation. Briefly, Ricoeur offers three stages:

1. Stage One is naive reading in which one determines the apparent meaning of the text. One guesses at the meaning and has an initial reaction. In this stage the reader must be aware of his/her own bias.
2. Stage Two involves structural analysis or verifying the meaningfulness of the text. Structural analysis

explains the text and determines its meaning in terms of (a) its genre (poetry, novel, document, etc); (b) its individual difference (style) in comparison with other works of the same type; (c) the hierarchy of topics that gives the text its coherence and cohesiveness; and (d) the binary opposites - conflicting values and themes within the work.

3. Stage Three is called appropriation whereby the reader understands himself better as a result of interpreting the text. In this stage the reader attempts to make what is foreign in the text with his own situation and to find new possibilities for his own life opened by the reading.

Briefly, the theory of discourse as presented in the above review of the literature served as the basis for developing the critical curriculum framework employed in the present study.

As seen in Appendix A, key elements from the theorists were synthesized. Participants were to examine textbooks and other curriculum documents, subjecting each work to the following considerations:

1. Assumptions. What are the underlying assumptions in the text about knowledge? Is knowledge regarded as fixed or tentative? What is the basis for the knowledge claim (experts, institutions)? What is the source of knowledge validation (empirical, logical,

experimental, personal, revelation)? What are the underlying assumptions about the purpose of schooling - self actualization, cultural literacy, social integration, social reconstruction? What are the underlying assumptions about how learning best takes place? Extrinsic or intrinsic motivation? Active or passive learning? Long term or short term view of learning?

2. Historical Antecedents. What are the historical antecedents of the content or ideas presented in the text? What were the early social conditions that gave rise to the idea? Have these conditions changed? How? Is the content still appropriate?
3. Bipolar Opposites. Whose interests are best served by this program: Economic, religious, social, personal, national, international, local, majority, minority? Whose interests are not served by this program? What are the values or themes in opposition in the text (stated or implied)? Phonics vs. meaning; aesthetics (emotional) vs. reason?
4. Logical Consistencies. What problem does the text purport to address? Does the proposed solution lead to the desired end? What are the unanticipated consequences of the solution? What empirical data support the recommendation?

5. Adaption. In light of the above analysis and learner population, how would the text be revised? How would it be supplemented? What would be eliminated?

In addition to reflecting on the work of Sirotnik, Faucault and Ricoeur in proposing such questions, it was intended that the process of applying the framework to the text used by teachers would follow the speech and theory of Habermas with his concern for building trust, gaining acceptance of ideas because they matched the real world of the participants, and allowing for changes in these realities by appealing to encompassing values or ideas and comparing existing practices with possible practices for pursuing the ideas.

Thus the literature review of theories of discourse together with the literature review suggesting that teacher attitude might best be addressed through critical reflection formed the basis for an instructional program in critical curriculum aimed at attitudinal change of teachers.

Chapter 3

METHODOLOGY PROCEDURES

A research methodology was employed in this study, consisting of a pre-test/post-test design and an instructional treatment.

Participants - The population for this study was comprised of 15 secondary school teachers who were members of a university course, Education 530, Secondary, College, and Adult Reading Practices.

Instrumentation - "The Attitude Inventory Toward Teaching Students to Learn from Text in the Content Areas" was administered as a pre- and post-test measure (Appendix B). this instrument was developed and normed at California Polytechnic Department of Education. The norming population was a population of 500 elementary and secondary teachers. It is a direct measure of teacher attitude in which responses are ordered on a 5 point Likert scale with possible total scores ranging from 14 to 70. The mean for the normed population was 50. Scores below 40 were considered negative toward the practice of helping students learn from text; scores above 53 were considered to reveal a positive attitude toward the practice.

Definition of Terms

Attitude toward teaching students to learn from text - This attitude includes predispositions toward acceptance of responsibility and confidence in methods for teaching students to learn from text as well as predisposition toward students as readers of text.

Critical Curriculum - An instructional dialectic whereby participants evaluate curriculum materials, using questions and data generated from theories of discourse analysis and applying criteria for successful communication, including the employment of logic and evidence as the basis for resolving controversy.

Assumptions

It was assumed that teachers were honest in their responses to the attitude inventory.

Limitations

The study does not provide for long-term retention of attitudes influenced by the treatment nor account for conditions that might support favorable attitudes in the future. Further, the study does not provide data regarding how changed attitudes of teachers toward teaching students to read text are associated with changed practices in the classroom.

Procedures (treatment). The study was conducted in a seminar context in which participants met three hours per week for ten weeks. It was explained at the initial session that each member of the seminar would be responsible for initiating a critical analysis of a self-selected school textbook, teacher manual, or other curriculum document, and that all members were expected to review together each analysis, contributing to the deliberation and evaluation of materials.

The procedures for conducting the analyses were outlined (Appendix A) and illustrated.

In the interest of successful interactions among the participants, members of the seminar were requested to follow the communicative principles of Habermas in their deliberation:

1. Be comprehensive - ask for clarification if something is not understood (linguistic competence).
2. Consider how a given presentation will be received. That is, identify how the communication matches or mismatches the beliefs and normative commitments of members. This factor is related to acceptability.
3. When there is a question about a statement, attempt to resolve the matter by appealing to logic and evidence.
4. When necessary, normative commitments can be called into question. In these cases, the norms must be

evaluated in terms of their contribution to more encompassing ideals and values.

Usually two curriculum documents were critiqued at each session. The presenter provided copies of the curriculum document in advance and subsequently shared his/her analysis with the seminar. Members of the seminar then applied the following procedures of critical curriculum inquiry in their deliberation and evaluation of the document:

1. Assumptions. Evidence was sought in the document that would support statements about how the author(s) believe (a) learning best takes place, (b) the nature of knowledge, and (c) the purpose of the school.
2. Bipolar Opposites. Participants identified major themes and key ideas in the text as well as the binary opposites in the material. Participants identified both what is and what is not in the text. Participants also presented their ideas about who would best be served by the material and who would not be served. Reasons for their judgments were given.

Most of the curriculum material submitted was textbooks. The genre for textbooks include such characteristics as rationale (found in a preface), a didactic style, a given organizational pattern - cause and effect, problem solution, attribute to an item, or simple listing. Examining such

characteristics revealed differences among the respective materials.

3. Historical Antecedents. The origin of key concepts of a text or a recommended method was sought and the social context that gave rise to this content was recalled. The validity of the content in the light of present circumstances became a matter for discussion.
4. Logical consistency. The problem that the text purported to address was identified, e.g., commitment and understanding of science, application of mathematical concepts, and the text solution was evaluated along with alternative solutions.
5. Empirical data. Participants sought studies and anecdotal information to support or reject the material. Long-range consequences of the content were considered.
6. Adaption to the situation and clients. Participants indicated what they would omit from the text and what they would supplement and why. They also indicated how they would revise the material to make it more acceptable to their learners and to ensure that it met the communication principles of Habermas.

It should be noted that the above procedures yielded information that revealed why many pupils were experiencing difficulty in learning from text and provided alternative

instructional solutions that would bear upon a teacher's attitude and knowledge toward helping pupils access text.

Data collecting and analysis. Prior to instruction, participants completed the "Attitude Inventory Toward Teaching Students to Learn from Text in the Content Areas" and at the final ten sessions, they completed this inventory again. Pre- and post-scores were compared and a non-parametric t test of significance was applied.

Chapter 4

RESULTS

The analysis of the data focused on the difference between the mean pre- and post-test scores from the "Attitude Inventory." Statistical procedures resulted in a t of 2.21, indicating significance at .05 level of confidence. The null hypothesis was rejected.

There was a significant difference in the attitudes of teachers following the critical curriculum sessions. The hypothesis that teachers, given opportunity to apply critical curriculum strategies to instructional materials, will improve in their attitude toward helping students learn from text was supported.

Chapter 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The central purpose of this investigation was to determine whether or not opportunity to employ critical curriculum strategies in the analyzing and evaluating of curriculum materials would affect the attitude of content area teachers toward teaching students to learn from text. The results supported the theories of Cook (1977) and McNeil (1990) that teacher attitude toward materials and teacher role can be changed through critical inquiry.

Conclusions

Critical curriculum as conducted in this study was associated with favorable changes in teacher attitude toward helping students learn from texts. The participating teachers changed from negative to positive views regarding their role, responsibilities, and understanding of how to help students in this task.

The results also support the theory that teachers are active, meaning-seeking individuals who when helped to "open their eyes" can see how to choose and fashion their own reality. The participants became more positive toward helping students in the task through an approach based upon Habermas'

theory of communication and the application of a model for the conduct of curriculum inquiry centered on discourse analysis.

The study gives rise to several questions for further study. One such question is: What other consequences in addition to attitudinal change did the project have for teachers? Did they change their practices in the classroom: How? What was the impact of attitudinal change of teachers upon pupils learning from text? Did teachers maintain their positive attitude over time? Were they more critical of other curriculum materials?

Implications

There are two implications that emerge from this investigation. First, the attitude of teachers toward their instructional assignments may be improved through in-service training. If we are truly seeking quality education, this inference gives direction for staff development programs for content area teachers. Second, the effect of critical curriculum may in part be inherent to this specific instructional approach. The implications for teacher educators are that methods courses for pre- and in-service teachers should include some element of critical inquiry and give opportunity for teachers to become aware of gaps and deficiencies in instructional materials and to confront their own remission in addressing the shortcomings of the curriculum.

Recommendations for the Improvement of Practice

The Center for Teacher Education at California Polytechnic State University is a leader in teacher education. As such, this institution should make an effort to include critical curriculum procedures in methods courses for content area teachers. In addition, research should be done on the other effects of critical curriculum and on the effects of this strategy upon teachers of other subjects.

REFERENCES

Ball, Deborah and Sharon Feiman-Nemser. "Using Textbooks and Teachers' Guides: A Dilemma for Beginning Teachers and Teacher Educators." Curriculum Inquiry, 1988, 18:4, 401-423.

Cal Poly. Catalog. San Luis Obispo: California Polytechnic State University, 1991-1993.

Cook, Wanda D. Adult Literacy Education in the United States. Delaware: International Reading Association, 1977.

Davey, B. "Think Aloud - Modeling the Cognitive Processes of Reading Comprehension." Journal of Reading, 27 (October, 1983), 44-47.

Foucault, Michael. The Archaeology of Knowledge. New York: Hayes Colophon Books, 1972.

Foucault, Michael. Power of Knowledge. New York: Pantheon Books, 1980.

Goodlad, J. A Place Called School: Prospects for the Future. New York: McGraw-Hill, 1984.

Habermas, Jurgen. Communication and Evolution. Boston: Beacon Press, 1975.

Joyce, Bruce. "The Self-Educating Teacher: Empowering Teachers Through Research." Changing School Culture Through Staff Development. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1990.

May, Frank B. Reading as Communication. Columbus, Ohio: Merrill Publishing Company, 1986.

McNeil, John D. Curriculum: A Comprehensive Introduction. Boston: Little, Brown and Company, 1990.

Ricoeur, Gaul. Interpretation Theory. Fort Worth: Christian University Press, 1976.

Roe, Betty D., Barbara D. Stoodt, and Paul C. Burns. Secondary School Reading Instruction: The Content Areas. Boston: Houghton Mifflin Company, 1990.

APPENDIX A

CAL POLY
Education Department

ATTITUDE INVENTORY TOWARD TEACHING STUDENTS TO LEARN FROM TEXTS IN THE CONTENT AREAS

Directions: Read the statement on the left. Then decide whether you strongly agree, agree, are undecided, disagree, or strongly disagree with the statement. Indicate your response by circling the number on the right under the appropriate column.

		SA	A	U	D	SD
1.	In the secondary school, teaching students to learn from texts should be the responsibility of reading teachers only.	1	2	3	4	5
2.	Secondary school teachers can teach students to learn from texts effectively without special university courses in methods of teaching reading.	1	2	3	4	5
3.	Teaching skills in learning from texts can be incorporated into content area courses without interfering with the major objectives of these courses.	1	2	3	4	5
4.	Any secondary school teacher who assigns chapters in texts for students should teach the students how to acquire information from these chapters.	1	2	3	4	5
5.	With rare exceptions, students should know what there is to know about learning from texts before they are permitted to leave the elementary school.	1	2	3	4	5
6.	Only remedial reading should be necessary in the secondary school and that should be done by remedial reading teachers in special classes.	1	2	3	4	5
7.	Teaching students to learn from texts is a technical process that secondary school teachers generally know nothing about.	1	2	3	4	5
8.	Secondary school teachers cannot teach students how to gain information from texts without special materials designed for that purpose.	1	2	3	4	5
9.	Teaching students how to learn from texts is a necessary and legitimate part of teaching any content course in secondary school.	1	2	3	4	5
10.	Teaching students how to gain information from texts takes all the fun out of teaching at the secondary school level.	1	2	3	4	5
11.	Every secondary school teacher should teach students how to learn from texts.	1	2	3	4	5
12.	At the secondary school level students want to learn content, not how to gain information from texts.	1	2	3	4	5

APPENDIX B

CRITICAL CURRICULUM

1. Assumptions about:

   how learning takes place

   knowledge

   purpose of school

2. Bipolar opposites:

   what is, what is not taught

   who is, who is not being served

3 Historical antecedents

4. Logical consistency:

   what problem,purpose addressed

   does solution fit the problem

5. Empirical data

6. Adapt to the situation and clients